DOCUMENT RESUME

ED 367 180 FL 021 910

AUTHOR	Sukamolson, Suphat
TITLE	English Teaching Methods: What Worked, What Did Not Work, and What Seemed To Work.
PUB DATE	93
NOTE	21p.
PUB TYPE	Information Analyses (070) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Achievement Gains; *Classroom Techniques; Comparative Analysis; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Instructional Effectiveness; *Instructional Materials; *Language Skills; Listening Skills; Reading Instruction; Second Language Instruction; Skill Development; Speech Skills; Teaching Methods; Writing Instruction
IDENTIFIERS	Thailand

ABSTRACT

Based on a review of 335 research studies conducted in 1972-1987, the effectiveness of various methods, approaches, and techniques for teaching English as a Second Language in Thailand is analyzed. The information is presented in three sections: methods that worked; methods that did not work; and methods that appeared to work. In each section, the methods, approaches, and techniques are listed according to the skill area they target (listening, speaking, reading, or writing), with information given for each about the level(s) at which they were studied, learner achievement gains, and the study cited. A brief analysis is then provided for each skill area. It is concluded that the methods and approaches found to work consistently are based on the concepts and philosophy of programmed instruction, schema orientation, or task orientation. However, no single method, approach, or technique was found to be universally effective. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 367 180

ENGLISH TEACHING METHODS: WHAT WORKED, WHAT DID NOT WORK AND WHAT SEEMED TO WORK

S. Sukamolson
CULI, Bangkok

Introduction

Although English has been taught in Thailand for almost 70 years, the results are far less than satisfactory. As Dr. Vichait Srisa-ant (V. Srisa-ant, 1990), a prominent Thai educator and Under-secretary of Ministry University Affairs once said, "Teaching English in Thailand has been a total failure". Unfortunately, however, it is an acknowledged fact and one of which we are all painfully aware. Based on a meta-analysis of some 335 research works conducted during 1972-1987, S. Sukamolson (S. Sukamolson, 1992) found that, generally speaking, the level of achievement and proficiency in listening, speaking, reading, writing, grammar and integrated skills attained by Thai students at the primary, secondary and tertiary levels were low. For example, when tested by direct tests, the communicative competence in listening of Mathayom 6 students in Bangkok was rather low. Furthermore, it was found that the grammatical knowledge and ability of Mathayom 5 students in whatever academic stream was low. The general English proficiency of Mathayom 6 vocational students in listening, speaking, reading and writing was very low. Language aptitudes, attititudes and interests showed rather a low level of correlation with students' English achievement (r=0.35-0.48) while their motivation showed only a moderate correlation with their achievement (r=0.66).

Being fully aware of the above mentioned facts, whether it be at a conscious or subconsciouss level, Thai teachers of English have been trying their utmost to try to teach English by means of a wide variety of so-called "newer methods" that are imported in this country from time to time. Based on the meta-analys mentioned earlier, the author would like to present you

FL021910

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Suphat Sukamolson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

with a statistical evaluation of the teaching methods that worked, ones that did no work, and of those that seemed to work from a practical point of view. An attemp will also be made to discuss why this was so, in theory and in practice.

1. The Methods that Worked

There were some teaching methods (approaches/techniques/modes of instruction) that enabled the learners to enhance significantly their achievement in terms of learning various skills much more so than those who were taught by conventional methods. However, some of them worked better than others in teaching certain skills. (See Table 1)

Table 1 : The Methods that Worked

skills	methods/approaches/ techniques/instructions	levels	results	researchers
listening & speaking	1. Instructional Multimedia 2. Conventional	M.4	1 > 2	Warataporn, 1986
	1. Community Language Learning 2. Conventional	M.4-6	1 > 2	Tanu, 1983
	1. Language Lab-based 2. Native Speaker-based 3. Conventional	univ.	1,2 > 3 1 = 2	Sittichai, 1974
	1. Teacher-made Exercises 2. Existing Exercises	P.5	1 > 2	Tippawan, 1979
listening	1. English for College Students 2. Success with English 3. Practice and Progress	univ.	1 > 2,3 2 = 3	Tamato. 1976
reading	1. Critical Reading Practice 2. Conventional	M.6	1 > 2	Porntewee, 1985
	1. Technical Dept. Learning Kits 2. General Ed. Dept. Learning Kits	P.1	1 > 2	Issara, 1981
	1. Reading Skill Practice 2. Translation 3. Text Analysis	M.4	1 > 2,3 2 = 3	Sutat, 1984

skills	methods/approaches/ techniques/instructions	levels	results	researchers
	1. Authentic Materials 2. Provided Materials	M.4	1 > 2	Sutat, 1984
	1. Vocab Guessing Skills 2. Translation 3. Cloze Exercise Practice 4. Conventional	M.4	1>2,3,4 2=3=4	Komolrat, 1980
	1. Cloze Exercise Practice 2. Conventionaler-based	M.4	1, > 3	Kaissit, 1981
	1. Psycholinguistic-based 2. Individualized Group 3. Top-level Structure 4. Conventional	M.4	1,2,3>4 1=2=3	Ubol, Monnipa, Walaiporn, 1987
	1. Text Analysis 2. Conventional	univ.	1 > 2	Nantana, 1982
	1. Computer-Assisted 2. Conventional	graduates	1 > 2	Sangrawee, 1985
	1. Culture-oreinted 2. Conventional	P.5,M.2,	1 > 2	Supanwika, 1980 Somchit, 1984 Suphat, 1985 Wan-ngarm, 1987
writing	1. Technical Dept. Material-based 2. Supervisory Unit Material-based	M.1	1 > 2	Chitrapan, 1987

skills	methods/approaches/ techniques/instructions	levels	results	researchers
	1. Cognitive Exercise-based 2. Aural-Oral	M.4	1 > 2	Pikul, 1976
vocab	1. Word Structural Analysis 2. Conventional	M.3	1 > 2	Ampaipit, 1983
grammar & writing	1. Programmed 2. Conventional	univ., M.5	1, >> 2	Soawanit, 1974 Krisna, 1975 Naina, 1975 Pornwilai, 1974 Surachai, 1978
integrated skills	1. Task-oreinted Supplement 2. Conventional	M.1	1 > 2	Kusuma, 1987
	1. Functional Objective-based 2. Stuructional Objective-based	M.1	1 > 2	Prapaporn, 1986
	1. Methods in Flowcharts 2. Methods in Teacher's Manual	M.1	1 > 2	Urai, 1986
	1. Simulation-based 2. Game-based	univ.	1 > 2	Chaiwat, 1985

1.1 Teaching listening and speaking

It was found that teaching listening and speaking to Mathayom 4 students for a semester by the Instructional Multimedia Method greatly enhanced the students' level of achievement. The scores they gained were significantly higher than those achieved by students taught by the Conventional Method.

Also, using the Community Language Learning Method helped to boost the achievement of upper-secondary school students to a significantly higher level than those taught by the Conventional Method. At the university level, a comparative study was conducted of the effects of 3 teaching approaches on the teaching of final clusters in English words. These approaches included 1.) a Language Lab-based Approach taught by a Thai teacher of English, 2.) a Native Speaker Approach taught by a native speaker of English and 3.) a Conventional Approach taught by a Thai teacher of English. The experiment was conducted over one entire semester. Finally, it was found that the first 2 approaches worked better than the third one. Students taught by these 2 approaches yielded significantly higher results. In comparing them, however, both were found to be equally effective. The difference in the average scores achieved by students taught by these 2 approaches was statistically insignificant.

Moreover, there was at least one more study conducted during 1972-1987 in Thailand whose aim was to theach stress, rhythm and intonation by means of 2 distinct methods. This study found that using the Teacher-made Exercises for teaching such skills to Prathom 5 students in a school yielded significantly more favorable results than by using the Existing Exercises provided in the textbook when the former were based on the students' linguistic problems.

1.2 Teaching listening

It was found that using different texts and exercises for teaching listening to first-year students yielded different results. The listening skills of students who used 'English for College Students' were significantly better than those of their counterparts who used 'Success with English' or 'Practice and Progress'. However, those who used 'Practice and Progress' were able to acquire a higher level of listening and reading skills than those who used the other 2 texts.

1.3 Teaching reading

Over the past 16-17 years, reading has proved the most popular topic for researchers in Thailand. Out of a total of 335 research topics in the meta-analysis, 54 or 16.12% were about reading, and 15 of them or 27-28% were about teaching methodology. Eleven out of these 15 found that certain teaching methods workded better than others, namely:

1. The Critical Reading Practice Mathod helped Mathayom 6 students to improve their critical reading skills to a significantly greater degree than by using the Conventional Method.

2. The Technical Department's Learning Kits workded much better than those constructed by the General Education Department.

3. The Reading Skill Practice Approach enabled Mathayom 4 students to achieve significntly higher reading scores than those who had learned via the Translation and the Text Analysis Methods. Students taught by the last 2 methods achieved roughly the same results.

4. Mathayom 4 students who learned reading skills from authentic reading reading passages for one whole semester achieved significantly higher results in terms of reading skills than those who had studied reaing by using specially created materials. In other word, the Authentic Material Approach workded much better than the Provided Material Approach for teaching reading comprehension.

5. In a comparative study of the effects of 4 teaching techniques for teaching reading to Mathayom 4 students, it was found that the Vocab Guessing Skill Technique worked much better than the Conventional, the Translation and the Cloze Exercise Techniques. The students learning via the first technique were able to achieve significantly higher scores in terms of reading skills than those who learned via the others. There was, however, no significant difference in the avarage scores of the students taught by the

last 3 techniques. This indicates that they were more or less equally effective because they yielded inferior results to the first teaching technique.

6. However, there was one study whose results disagreed somewhat with the findings mentioned above. In teaching reading to Mathayom 4 students for one whole semester, it was found instead that students taught by means of the Cloze Exercise Practice Technique achieved significantly higher reading comprehension scores than those taught by the Translation Technique.

7. It was extremely interesting to find that 3 "quite new" teaching mathods for teaching reading comprehension were highly successful in eliciting significantly higher scores from Mathayom 4 students than by the Conventional Method. These included Psycholinguistics-based Insturction, Individual Group Instruction and Top-level Structure Instruction. Even though these 3 methods of instruction were able to elicit a higher level of achievement from the students, there was, however, no significant difference among them in terms of the actual results they achieved.

8. At the university level, it was found that teaching reading comprehension by means of the Text Analysis Approach meant that the students achieved significantly higher scores than those taught by the Conventional Approach.

9. Computer-Assisted Instruction is a brand-new technique for teaching languages in Thailand. A group of graduates from Chulalongkorn University were taught by this method, for example, with the result that they achieved higher scores than those taught by the Conventional Method. From a statisical point of view, therefore, it worked.

10. Four studies revealed that Culture-oriented Instruction was far more effective than the Conventional Method for teaching reading comprehension to Prathom 5 students, Mathayom 2 and university students. There was, however, no significant difference between the 2 methods in terms of the students' retention of comprehension.

Therefore, based on the findings above, we can attest that many of the new teaching methods (approaches/techniques/modes of instruction) were far more effective than conventionl approaches and translation methods for teaching reading comprehension.

1.4 Teaching writing

Over the past 16-17 years, there have been 5 research works dealing with the teaching of writing. Only 2 of them found that certain teaching methods yielded better results than others. For example, the Technical Department Material-based Instruction given in the text helped Mathayom 1 students to achieve a significantly higher level in terms of writing skills than those taught by Supervisory Unit Material-based Instruction. Moreover, Cognitive-based Instruction, including such activities as reading passages, doing exercises, practising dialogues and then performing writing tasks helped Matayom 4 students improve their writing ability more than the Aural-Oral Method.

1.5 Teaching vocabulary

It emerged that only one research study had been conducted to deal with the teaching of teaching of vocabulary to Mathayom 3 students. It was a comparative study of the effects of Word Structure Analysis Instruction and the Conventional Method. The main emphasis of the former was on teaching the meanings of roots, prefixes, suffixes and abbreviations as well as on word formation, while the latter emphasized the meanings of whole words. At the end of one whole semester, it was found that the former helped the students to learn a lot more items of vocabulary than did the latter.

1.6 Teaching grammar and writing

It was found that Programmed Instruction worked remarkably well for teaching grammar and narrative writing. In all 5 studies conducted in that period, the results were the same even though a number of different

grammatical points were focused upon in the studies conducted at the university and upper-secondary school levels. After one entire semester of practising several points of grammar by means of Programmed Instruction, the students at both levels achieved remarkably higher scores than their counterparts who has learned English grammar by the Conventional Method. All the students were able to improve on their pretest scores by approximately 100 percent.

In addition, according to one particular research study, it was found that Programmed Instruction worked equally well for teaching narrative writing to Mathayom 5 students. Roughly 95% of them managed to double their pretest scores.

1.7 Teaching integrated skills

A number of comparative studies have been conducted in Thailand on the effects of "newer" teaching methods (approaches/techniques/modes of instruction) for teaching integrated skills (listening, speaking, reading and writing); indeed, according to their findings, some of these methods worked extremely well. Task-oriented Supplementary Instruction, for example, worked much better than the Conventional Method in teaching Mathayom 1 students. Students learning by the former method also had a more positive attitude towards learning English than those exposed to the latter. At the same level, the Functional Objective-based Instruction workd better than Structural Objective-based Instruction. Also teaching integrated skills to Mathayom 1 students by Flowchart-based Methods elicited significantly higher scores from them than methods that relied upon the use of a Teacher's Manual did from their counterparts. At the university level, it was found that first-and second-year students taught by Simulation-based Instruction were able to achieve a higher level of integrated skills than those taught by Grammar-based Instruction.

Accordingly, it seems that "activity-based methods" work better than conventional and grammar-based methods in teaching integrated skills to low-secondary school and university students.

2. The Methods that Did Not Work

It was found that certain teaching methods (approaches/techniques/modes of instruction) failed to elicit a significantly higher level of achievement from the learners than was the case with more conventional methods. As regards the learning of specific skills at certain levels, some of these methods even had virtually the same effects on the students. (See Table 2)

Table 2: The Methods that Did Not Work

skills	methods/approaches/ techniques/instructions	levels	results	researchers
listening & speaking	1. Humanistic 2. Conventional	M.1	1 = 2	Adul, 1984
	1. Functional Notional-based 2. Structural-based	univ.	1 = 2	Chaleosri, 1977
	1. Sound Lab-based 2. Native Speaker-based 3. Conventional	univ.	1 = 2 1,2>3	Sittichai, 1974
	1. Self-Study in Sound Lab First and Later Conventional 2. Self-Study in Sound Lab and Alternatively Conventional 3. Self-Study from Text-based Exercises 4. Conventional and Later Self-Study 5. Conventional	univ.	1 = 2 = 3 = 4 = 5	Suchada and Others, 1985

skills	methods/approaches/ techniques/instructions	levels	results	researchers
listening	1. Sound Lab-based 2. Conventional	univ.	1 = 2	Komutpan, 1979
	1. Instructional Multimedia 2. Conventional	univ.	1 = 2	Orawan, 1983
reading	1. Group Process 2. Conventional	M.2	1 = 2	Pattama, 1974
	1. Story Guiding 2. Conventional	M.3	1 = 2	Chalouy, 1981
	1. Peer Teaching 2. Self-Study	M.5	1 = 2	Pensri, 1984
	1. Pre-questioning 2. Post-questioning 3. Questioning-While-Teaching	M.5	1=2=3	Suntri, 1984
	1. Nine-Step 2. Individualized	M.5	1 = 2	Bullang, 1985
	1. Text Structure Presenting 2. Relevant Question Presenting 3. Text Summary Presenting 4. Conventional	univ.	1=2=3=4	Sarapee, 1980
writing	1. Functional Obejctive-based 2. Conventional	M.3	1 = 2	Weerajak, 1985

skills	methods/approaches/ techniques/instructions	levels	results	researchers
	1. Text Structure-based 2. Conventional	M.5	1 = 2	Thongrid, 1972
	1. Controlled Writing 2. Topic-provided Writing	univ.	1 = 2	Charassri, 1971
integrated	1. Situational 2. Structural	univ.	1 = 2	Manmas, 1972
	1. Learning Center 2. Teacher-centered	univ.	1 = 2	Yameela, 1976
	1. Team Teaching 2. Individaual Teaching	univ.	1 = 2	Sirilux, 1975
	1. Self-Study from TV 2. Learning with Teachers	univ.	1 = 2	Konchai, 1974
	1. Direct Teaching 2. Self-Instruction 3. Personalized	graduates	1=2=3	Achara, 1984
remedial teaching	1. Teacher Administered 2. Teacher-Assistant Admin. 3. Teacher&Teacher-Assistant Admin.	M.3	1=2=3	Preecha, 1981
	1. Direct Teaching 2. Direct Teaching and Self-Study 3. Problem-based 4. Communicative	graduates	1=2= 3=4	Suphat and Others, 1984

2.1 Teaching listening and speaking

One particular study revealed that the Humanistic Approach was no more effective than the Conventional Method in teaching listening and speaking to Mathayom 1 students. As regards university students, the Functional Notional-based Approach was more or less equally effective compared with the Structural-based Approach. In terms of teaching some final clusters found in certain English words, there was no significant difference between the Sound Lab-based Approach as taught by a Thai teacher of English and the Native Speaker Approach as taught by a native speaker of English, with regard to their effects on university students. In addition, there was no significant difference in the scores gained by first-year students on listening and speaking after they had been taught for a semester by 5 different approaches, namely: 1.) Self-Study in the Sound Lab followed latter by a more Conventional Approach, 2.) Self-Study in the Sound Lab alternated with a more Conventional Approach, 3.) Self Study from Text-based Exercises 4.) a Conventional Method followed later by a Self-Study Approach and 5.) the Conventional Approach. This implies that the 5 approaches were, approximately speaking, equally effective. The first 4 approaches were no more effective than the Conventional Approach.

2.2 Treaching listening

One study found that, in terms of effectiveness, there was no significant difference between the Sound Lab-based Approach and the Conventional Approach to teach listening to second-year university students. Also, when compared with the effectiveness of the Conventional Approach in teaching listening to Mathayom 3 students, the Instructional Multimedia Approach did not work any better.

2.3 Teaching reading

Many studies also found that a number of teaching methods (approaches/techniques/modes of instruction) falled to enhance the learners'

achievement in terms of reading skills any more than a conventional method would have done. Most of them were more or less equally effective when used to teach reading to lower and upper secondary school students. The Group Process Approach worked no beter than the Conventional Method. Similarly, the Story-guided Approach taught by means of a summary in Thai and English effect as the Conventional Method. The Peer-Teaching Approach did not elicit any higher scores from the students than the Self-Study Approach did. The Pre-question Approach, the Post-question Approach and the Questioning-while-teaching Approach did not yield significant results. The Nine-Step Approach also failed to enhance the students' reading ability any more than Individualized Instruction.

Moreover, at the university level, one study found that 4 approaches for teaching reading had no significant difference in terms of outcome. They were 1.) the Presentation of Text Structure Approach, 2.) the Presentation of Relevant Question Approach, 3.) the Presentation of Text Summary Approach and 4.) the Conventional Approach. They were all more or less equally effective. As regards teaching reading to students at the same level, one study revealed too that Audiotape-accompanied Instruction did not enhance the students' reading skills to any significant degree, cartainly no more than the Conventional Method would have done.

2.4 Teaching writing

It was found that Functional Objective-Writing Instruction did not improve the writing skills of Mathayom 3 students any more than the Conventional Method. The Text Structure-based Approach also did not work any better than the Conventional Method for teaching writing to Mathayom 5 students. At the university level, Controlled Writing Instruction elicited roughly the same results as Topic-provided Writing Instruction.

Generally speaking, therefore, using a conventional method and some newer methods for teaching writing to secondary school and university students yielded no different outcomes from a statitical point of view.

2.5 Teaching integrated skills

With regard to the teaching of listening, speaking, reading and writing to Prathom 5 students, one study revealed that the Situational Approach and the Structural Approach yielded no different results. At the university level, the Learning Center Approach and the Teacher-centered Approach yielded approximately the same results. Nor did Team Teaching Instruction work any better than Individual Teaching Instruction. The Self-Study Approach using Television elicited significantly higher scores from first and second-year students than by the Learning with a Teacher Approach. Besides, another study found that 3 teaching techniques for teaching the 4 skills to graduate students yielded no different results. They were 1.) Direct Teaching, 2.) Self-Instruction and 3.) Personalized Instruction.

In addition, for remedial teaching purposes, a study revealed that a further 3 methods failed to help the learners at the lower-secondary school level gain significantly different scores on grammar and reading. They were 1.) Teacher Administered Instruction. 2.) Teacher-Assistant Administered Instruction and 3.) Teacher and Teacher-Assistant Administered Instruction. Four other teaching methods, namely 1.) the Direct Method, 2.) the Direct Teaching and Self-Instruction Method, 3.) the Probelm-based Method and 4.) the Integrated Skills Method failed to enhance the listening, speaking, reading and writing skills of graduate students differently. They all elicited roughtly the same results from the learners even though a highly intensive and comprehension experiment was conducted daily for a period of 6 weeks.

It would seem, therefore, that using a conventional method to teach the 4 skills to primary and tertiary level students still yields roughly the same results as some of the newer teaching methods.

3. Methods that Seemed to Work

Now, we come to the third question: what methods seemed to work? Based on all the findings of the studies previously mentioned, some of them seemed to work in practice because they yielded much better results from the point of view of the learner when compared with what conventional methods were capable of achieving. Some seemed to work in theory only, since their results merely differed statistically from those of the more conventional methods. The following methods, however, seemed to work from a practical point of view. (See Table 3)

Tables 3 : The Methods that Seemed to Work

skills	methods/approaches/ techniques/instructions	levels	results	researchers
all ?	1. Programmed Instruction 2. "Schema-oreinted" 3. "Task-based"	all ?	better	many
all	ECLECTIC	all	best	

3.1 Programmed Instruction is a very old teaching method based as it is on certain Skinnerian principles. However, it still seems to work very well for teaching grammar and narrative writing to uppper-secondary school and university students. A number of studies found that it elicited a remarkable level of achievement from the learners, much higher than the results achieved by means of conventional methods. All students were able to boost their achievement scores by approximately 100 parcent.

Psychologically, the ideas behind Programmed Instruction are extremely sound because this method aims at making a learner gain self-confidence by allowing him to master what is taught little by little.

He can receive many kinds of reinforcement immediately and person-to-person, such as comments, compliments, suggestions, explanations and feedback. The concepts underlying it are invauable because they can be adapted to various teaching methods, for example, Computer-Assisted Instruction, Individualized Insruction, the Direct Method and even to more conventional methods.

3.2 "Schema-oriented method" also seems to work very well for teaching reading comprehension to students at all levels. A schema (also often termed "frame") is a cognitive structure or an organized representation of a body of knowledge. It is a spatially and temporally organized structure in which the parts are connected on the basis of congruities that have been experienced in space and time. A schema is formed on the basis of past experience with objects, scenes and events, and consists of a set of usually unconscious expectations about what things look like and the order in which they occur. It is belleved that if a reader's schema is similar to that of a given reading passage, he can comprehend it more easily than he could read a passage with a different schema. The concepts underlying this method were implicitly applied to certain other teaching methods such as Culture-oriented Instruction, the Story Guided Approach, the Pre-question Approach, Top-level Structure Instruction and the Presentation of Relevant Question Approach. These methods present readers with certain relevant backgroung information before they actually begin reading to facilitate their understanding of the reading passage. At least 4 studies conducted in Thailand revealed that these methods were able to enhance the reading ability of students at the primary, secondary and tertiary education levels to a much greater degree than those taught by a conventional method.

3.3. "The Task-based Method" is another type of teaching method that seemed to work very successfully for teaching integrated skills to students at the secondary-school and university levels. This may be attributed to the fact that learning is an active process involving both teacher and student alkie. Learning by doing is still a valuable practice. This kind of method may

include some other methods with different names but share the same principle such as the Community Language Learning Approach, the Critical Reading Practice Approach, the Reading Skill Practice Approach, the Vocabulary Quessing Approach, the Cloze Exercise Practice Approach, Text Analysis Instruction, Task-oriented Supplementary Instruction and Simulation-based Instruction.

Conclusion; What Method Always Works

According to the findings of several of the studies mentioned above, it can be concluded that any teaching method that works or seems to work in practice must be based at least on the concepts and philosophy of Programmed Instruction, the "Schema-oriented Method" and the "Task-based Method". However, if we are looking for a single method for teaching any of the various skills to any learner at any level whatsoever, it would be impossible to single any one out as being the best. There is no such a method and nor will there ever be one. There is no need to invent one or more ideal methods for I am quite certain that such a method could never work. As one Chinese proverb, one often quoted in martial arts movies dealing with secret inner power sayss, "The best fighting technique is the one that is free from the imprint of style. If a person is still using certain readily identifiable techniques, he will never excel as a good fighter". Our Lord Buddha gives us a very valuable and truthful warning which says." Do not attach your mind to anything: let it go since everything on earth is in a state of flux." So, we can only say that the best possible method for teaching a language is the ECLECTIC METHOD, a style-free method. It is the only method that one can say without a shadow of doubt that it surely works.

References

1. Srisa-ant, Wichit. "English Teaching and Learing Failure in Thailand" Wattajak Newspaper, November 19, 1990:15.

2. Sukamolson, Suphat. "A Meta-Analysis and Research Synthesis study of the Teaching and Learning Research Works Done during 1972-1987", A Research Report, Bangkok:CULI, Chulalongkorn University Press 1992